

DOCUMENT RESUME

ED 317 732

CE 054 424

TITLE Second Community Pilot Project Programme: Transition of Young People from School to Adult and Working Life: Results and Prospects. Dossier.

INSTITUTION EURYDICE Central Unit, Brussels (Belgium).

PUB DATE Nov 87

NOTE 13p.; Photographs will not reproduce well.

PUB TYPE Reports - Descriptive (141) -- Collected Works - Serials (022)

JOURNAL CIT Eurydice News; n4 Nov 1987

EDRS PRICE MF01/PC01 Plus Postage.

DESCRIPTORS Adolescents; *At Risk Persons; Career Guidance; Career Information Systems; Educational Assessment; Education Work Relationship; *Employment Potential; Equal Education; Foreign Countries; Nondiscriminatory Education; *School Business Relationship; Sex Fairness; Staff Development; Student Motivation; *Work Experience Programs

IDENTIFIERS *European Community

ABSTRACT

During 1983-87 the Commission of the European Communities helped fund 30 pilot projects that were intended to help young people aged 14-18 make the transition from school to work in 10 member states. The objective of these projects was to use local initiative to identify and develop innovative solutions to the problems facing young people. The priorities for the projects involved development of work experience, promotion of equal opportunities for girls and boys, improvement of information and guidance for the young, staff training, development of new forms of educational assessment, validation and certification, the integration of young immigrants, education for enterprise, prevention of illiteracy and societal rejection, educational motivation, and cooperation at local and regional levels. As the projects evolved, they centered on these aspects: (1) reinforcement of the links between school and the business world; (2) new needs in the area of guidance; (3) the struggle against failure and improvement of the opportunities offered to young people in difficulty; and (4) the improvement of teaching staff. Among the reported recommendations are to open the school to the world of business; to offer coherent and continuous guidance; to fight school failure; to train teachers; to promote equality of opportunity for girls; and to reinforce the support and active participation of parents. (The pilot projects are briefly described in the document.) (CML)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

U.S. DEPARTMENT OF EDUCATION
 Office of Educational Research and Improvement
 EDUCATIONAL RESOURCES INFORMATION
 CENTER (ERIC)

This document has been reproduced as
 received from the person or organization
 originating it.

Minor changes have been made to improve
 reproduction quality.

Points of view or opinions stated in this docu-
 ment do not necessarily represent official
 OERI position or policy.

"PERMISSION TO REPRODUCE THIS
 MATERIAL HAS BEEN GRANTED BY

Eurydice European Unit
M. Colthe

TO THE EDUCATIONAL RESOURCES
 INFORMATION CENTER (ERIC)."

DOSSIER

Second Community Pilot Project Programme : TRANSITION OF YOUNG PEOPLE FROM SCHOOL TO ADULT AND WORKING LIFE: RESULTS AND PROSPECTS

This dossier is based in particular on the information contained in the documents prepared by the IFAPLAN team charged by the Commission of the European Communities (EC) with the implementation and management of the programme.

I. THE PROGRAMME: ORIGIN AND CONTEXT.

As early as 1976, in the general context of the Community education¹ programme, the EC took an interest in the problems encountered by young people during the transition period between school and adult and working life. A first step was realized in 1979 in the Resolution concerning sandwich courses².

Between 1970 and 1980, unemployment among the young took on alarming proportions, which persist to this day, even though they are sometimes compensated by demographic developments³.

Over the last few years, a number of Member States have recorded a drop in the numbers of the 15-25 age group which has an impact on present unemployment statistics, but non-demographic factors have reinforced the multiple problems encountered by school leavers: extension of the transition period, the speed of technological and social change, the aggravation of the inequalities caused by the economic difficulties suffered by a large part of the population, etc.

This reduction in quantitative pressures has therefore given way to high qualitative requirements in the face of the challenges of contemporary society.

The Commission of the EC has endeavoured to determine the best paths to follow in order to deal with the increasing inactivity among the young, in particular by dealing with the problems that occur prior to this phenomenon, i.e., through education and training.

Since 1976, the Community has launched two pilot project action programmes concerning the transition of young people from education to working life: "Transition I" and "Transition II".

Whereas the "Transition I" programme (1976-1983) concentrated on developing innovations within the educational institution, "Transition II" placed the accent on opening up the school, and on the interaction between the school and its environment: industry, social partners, parents, local associations, etc.

"Transition II" started in 1983, and ends in 1987. It is based on a Resolution adopted in July 1982⁴ by the Council and Education Ministers of the 10 Member States with a view to assisting the competent authorities in developing and implementing their policies in favour of young people aged between 14 and 18.

The programme consists of 30 pilot projects put forward by the national authorities, and selected in consultation with the Commission of the EC, which provided 50 % of their funding.

Hundreds of schools, training centres and other organizations responsible for young people were involved in these projects.

In 1986, Spain and Portugal were involved in the various programme management meetings in order to enable them to become acquainted with the results and experiences of the pilot projects.

A number of national and regional conferences were organized in these countries to inform

1 Resolution of
 9.2.1976: OJ N° C 38
 of 19.2.1976 and
 Resolution of
 13.12.1976: OJ N° C
 308 of 30.12.1976.

2 Resolution of
 18.12.1979: OJ N° C
 1 of 3.1.1980.

3 See table of evolution
 of youth
 unemployment from
 1975 to 1985.

4 O.J. N° C 193 of
 28.7.1982.

DOSSIER

IV/4	Registered unemployed less than 25 years					Chômeurs enregistrés de moins de 25 ans					
	Annual average					Moyenne annuelle					
	BR Deutsch- land	France	Italia	Neder- land	Belgique/ België	Luxem- bourg	United Kingdom	Ireland	Danmark	Ελλάδα	EUR 10
	1 000										
	Males and females □ Hommes et femmes										
1975	271	353	:	89	80*	:	28*	:	:	:	:
1976	251	393	:	99	103*	:	49*	:	:	:	:
1977	260	450	:	99	116*	0.3	57*	:	:	:	:
1978	251*	464	617	104	125*	0.6	54*	:	4	:	:
1979	220*	561	686	109	131*	0.5	484*	:	43*	3	:
1980	225*	610	746	128	140*	0.5	663*	24	53*	4	2 594*
1981	304*	753	895	198	176*	0.8	975*	34	68*	4	3 409*
1982	455*	850	1 070	269	206	0.9	1 123*	46	71*	9	4 100*
1983	559*	846	1 188	320	219	1.2	1 212	59	75*	18	4 499*
1984	570*	956	1 308	319	208	1.3	1 232	67	70*	25	4 755*
1985	561*	915	1 396	286	195	1.2	1 236	72	60	29	4 751*

them about the developments in progress and the lessons learned from the "Transition II" programme.

each pilot project⁶ has sought to translate into practice the new educational and training priorities.

Transition I and II have developed since 1976 in parallel with the other themes of the Community education and training programme, which have become much more numerous particularly since 1980.

The continuous process of providing information and diffusing the experience of the "transition" pilot projects has enabled this programme to influence other Community programmes and surveys, which were being developed at the time⁵: vocational training for the young in the 1980s, programmes of demonstration projects in vocational training in the new technologies (Eurotecnet), the COMETT programme, the Council resolutions on the introduction of new technologies into education, equality of opportunity between girls and boys at school, the struggle against illiteracy, teacher training, etc.

The priority themes of the Resolution that established the programme were applied in relation to the individual objectives of each project. The working themes were therefore divided into the following categories:



Presentation of the Glasgow pilot project during a European Conference to disseminate information on the programme

II. THE PROGRAMME'S THEMES: EVOLUTION, IMPACT AND RESULTS.

Since the programme's objective is to identify and develop innovative solutions to the problems facing young people in all countries,

1. Development of work experience
2. Promotion of equal opportunities for girls and boys.
3. Improvement of information and guidance for the young.
4. Staff training (teachers, trainers, advisors, etc.).

⁵ On this point, see the Commission's contribution to the Standing Conference of European Ministers of Education: "Commission Activities in the Fields of Education and Training, 1985-1986", and the brochure entitled "European Community Education Cooperation: the first decade".

⁶ See supplement: the list of the 30 pilot projects and their objectives.

5. New forms of educational assessment, validation and certification.
6. The integration of young immigrants.
7. Education for enterprise.
8. The school and social action (prevention of rejection by society, illiteracy or delinquency).
9. Educational innovation.
10. Cooperation and partnership at local and regional level.

Some of the projects experimented with one or other of these themes, others dealt with several aspects at the same time. The evolution of the projects and their results can be centred on four main lines:

- . the reinforcement of links between school and the business world.
- . the new needs appearing in the area of guidance.
- . the struggle against failures and the improvement of the opportunities offered to young people in difficulty.
- . the improvement of the preparation of teaching staff faced with their new roles and tasks.

THE REINFORCEMENT OF THE LINKS BETWEEN SCHOOL AND THE BUSINESS WORLD

Political decision makers have increasingly realized the importance of the challenges facing the quality of education and basic training to meet the increasingly harsh demands of economic competition, given the technological, industrial and social changes in our society.

The results of the "Transition II" programme projects concerned with the reinforcement of the links between the school and the business world are based on three aspects: work experience, the evolution of the concept "education for enterprise", and the introduction of these notions into curricula.

- **In-firm training courses and work experience** have spread and diversified considerably since 1983. More than two-



thirds of the programme's pilot projects have been concerned with the search for concrete solutions to the problems set by a wider use of work experience.

Certain projects have dealt more specifically with the closer association of social partners in preparing and organizing in-firm training courses, for example in Belgium, Federal Republic of Germany, France, Italy, Netherlands and the United Kingdom.

The pilot projects have highlighted the impact of work experience:

- . in the context of the development of knowledge, attitudes and vocational qualifications to reinforce young people's motivation;
- . as an essential support for educational and vocational guidance;
- . in the context of social learning by the improvement of personal capabilities and skills in the field of communication.
- Parallel to the development of work experience for young people and the stimulation of their spirit of initiative and enterprise, the need for interaction between the school and the business world has given rise to new actions by the "transition" projects. These new actions have gradually materialized and been integrated into certain **course curricula**, either in full or as a cross-subject influencing a set of general courses.

DOSSIER

The experience of the projects has also met the concerns of some of the education authorities which introduced them as for example in Castlemilk (Scotland), in the general teaching curriculum.

This new course is now an integral part of the social and vocational training programme for pupils in comprehensive schools, and is included in the assessment subjects taken by young Scots aged 16.

In the Federal Republic of Germany, the experiences of the pilot projects have developed in the framework of a lower secondary teaching curriculum called "Arbeitslehre" (Knowledge of the world of work), which has been extended to cover the entire country.

The introduction as a "cross-subject" with reference to a set of other subjects has been completed in a number of districts in the United Kingdom under the SCIP Programme (School Curriculum Industry Partnership).

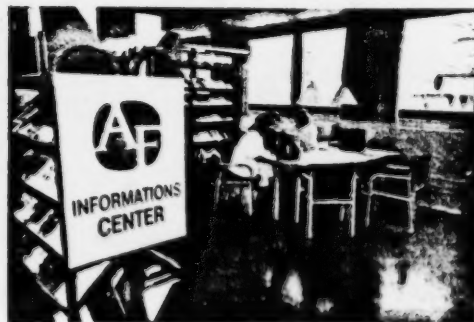
The major obstacles to the introduction of this subject into the curriculum were the rigidity of the national framework in which educational curricula are developed in certain Member States, the lack of flexibility in timetables and administration of schools, and the recognition of these new educational and para-scholastic experiences in assessment and certification systems.

- While the reinforcement of the links between schools and industry has proved positive and problem-free at a local level, elsewhere we have noticed the emergence of new **"agencies" whose purpose is to facilitate school/enterprise contacts**, either administratively only, or on a broader basis, by providing information and guidance.

Examples of this type of "agency" can be found in a number of countries: "Contact committees" for municipal schools in Aalborg in Denmark, "COA Centrum" (Teaching-work contact centres) in the Netherlands, the "Agenzia Scuola Mondo del lavoro" (Liaison agencies between school and the world of work) in Italy and the "missions locales" in France.



B. Schwartz (France) during his speech on "missions locales" at the European dissemination conference in Berlin on 16 October 1987



EDUCATIONAL AND VOCATIONAL GUIDANCE

Most projects underlined the necessity of extending the concept of guidance to include not only information, advice and preparation for educational and careers choices, but also continuous individual assistance.

From now on, the guidance of the young comprises new tasks and functions, due in particular to the increasing complexity of educational structures and systems, and the multiplication and diversification of requirements owing to the evolution of qualifications.

Certain projects (Greece, Federal Republic of Germany, Denmark, Ireland and United Kingdom) tried more particularly to integrate guidance into the educational scope of schools or stressed the link between guidance activities and other themes such as, for example, work experience and educational modernization.

Other aspects dealt with by projects (Denmark, Federal Republic of Germany, Luxembourg, France, Greece) sought to improve cooperation between schools, institutions, or individuals by setting up a veritable guidance network involving the local authorities, teams of teachers and advisers, parents, firms, and the various regional youth services.

Important factors which emerge from the pilot projects concern the development of individual independence and the need for a young person to be capable of "taking his future in hand"; the need to link young people's aspirations to the economic needs of their region, and to reinforce their knowledge of the opportunities offered by small and medium-sized enterprises; the importance of considering guidance and counselling as a continuous process from primary education up to vocational retraining; the reinforcement of the role of local agencies as a link between the school and the world of work, the coordination of contacts and information between the various partners, such as social workers, employment services, youth organizations, and parents' associations; and the improvement of the guidance of girls towards more technical and technological careers.

Educational and careers guidance and counselling play a decisive role in the development of a women's career. Transition II's pilot projects were particularly anxious to combat sexist stereotypes, and to encourage girls to go in for technical and technological training. The role of partners, more specifically parents, family and teachers, could not be denied.

An "action guide" for this public was drawn up and disseminated in the context of the implementation of the Resolution of the Council of Education Ministers concerning equality of opportunity between girls and boys at school.⁷



THE STRUGGLE AGAINST EDUCATIONAL FAILURE

Several of the themes set out at the beginning of the programme concern young people who, for various reasons - social, cultural, family, economic - encounter more difficulties and obstacles in their education: young dropouts (projects in Federal Republic of Germany, UK, Denmark, France, Ireland), young immigrants (projects in Federal Republic of Germany, Denmark, the Netherlands), etc.

Certain situations, such as the extension of compulsory education, for example, do not always take into account the specific difficulties and needs of these young people. Frequently, they build up a record of failure, and find themselves in a downward spiral which increasingly fosters exclusion and rejection.

The Transition II programme permitted projects to be implemented that took account of young people in a deprived situation, above all by giving them the opportunity to regain confidence in themselves, to learn outside the conventional environment of school and the

⁷ Resolution of
3.6.1985: C.J. N° C 166
of 5.7.1985.

DOSSIER

family, from which they feel rejected, and to experiment with concrete situations of work experience, practical running of small enterprises, and bringing out their creativity with cultural activities.

The pilot projects experimented with three priority areas of action for such young people: action in educational programmes, the setting up of new approaches to assessment, and the organization of learning in environments other than school and family.

Alternative education programmes have been organized, particularly in Great Britain and France. These methods retain the traditional teaching subjects, while at the same time being adapted to promote a more flexible learning process by teaching units and modules. The objectives, methods, and the pupil's new knowledge are clearly defined for each module. This new approach to the curricula requires a minimum amount of flexibility, not only due to their content, but also as regards timetables, equipment and premises used.

As the objective is to enable **ALL** young people to acquire a basic minimum training, it is essential for their new knowledge to be recognized and included in **assessment and certification procedures**.

A number of projects in the programme (Federal Republic of Germany, France at Vénissieux, United Kingdom, Ireland) dealt with this aspect in particular.

They experimented with new procedures which emphasize the recognition of knowledge and new skills on the part of every pupil, in preference to a ranking as a "good or bad pupil". The consequence of this continuous process of recognition of knowledge acquired is to increase the motivation of young people and to develop "teaching for success" ("Pédagogie de la réussite").

The pilot projects also highlighted the fact that these new methods are subject to certain restraints, such as an excessive workload for both teachers and young people, and the lack of official backing for certificates, which arouse concern and scepticism on the part of parents and future employers.

These experiences in fact demonstrated that a method of certification that would enable future employers to know what were the specific skills of a young person could usefully be applied to the entire school population.

THE PREPARATION AND TRAINING OF TEACHING STAFF.

The attitude and skills of teachers constitute a key factor in the success of the changes occurring in the educational process.

Many of the pilot projects endeavoured to prepare teachers to meet the new requirements they are faced with, by bringing them into closer contact with the environment outside their institution in order to develop their knowledge of the economic market in particular.

The Belgian, Danish, Italian and Dutch projects provided practical examples of this type of measure.

The other actions undertaken by the projects involved areas such as educational modernization, the new professional roles (the "transition tutors" in Luxembourg), the recognition of training courses followed by teachers, and the promotion of teachers and their conditions of service.

The experiences of the pilot projects permitted the link between teachers from different types of schools in different areas to be strengthened, as for instance, between vocational training teachers and general education teachers.

For the teachers, the fact of having been involved in innovative actions and new educational experiences was a form of training and an enriching experience.

The setting up and revision of the programmes and of the assessment and guidance methods led to meetings between several schools to exchange views, and to a pooling of positive and negative experiences, which permitted the methods envisaged to be improved. (Organization of residential seminars, in particular at Manchester, in the United Kingdom).

The projects emphasized the link between the institutional organization of the school and the in-service training needs of the teachers, the

organization and planning of which should be an integral part of the school.

The setting up of a coordinating body for these requirements, for example, the identification of a person with responsibility for staff development in a school proved very useful in terms of the mobilization of all the resources and methods involved in teacher training.

III. CONCLUSIONS AND PROSPECTS.

The "Transition" programme was set up as a tool for the development of integration policies. It has been an excellent framework for innovation and pilot action, including in certain cases the modification or renegotiation of the sharing of responsibilities between the various levels - national, local, school - and creating space for experimental work.

The impact of the pilot projects on national or Community policy will depend on the lessons learned from them, and on whether or not they are intergrated into thoughts and priorities for action.

The projects led to changes, both in terms of processes (attitudes, teaching methods, institutional roles, etc.), and of products (teaching materials, new content, new certificates, etc.).

The role of the pilot projects is not limited to developing and testing new measures. They also have a significant demonstration function, offering examples and an encouragement for those who work in the traditional system.

RECOMMENDATIONS⁸

Based on the results of the Transition programme, it is possible to develop a certain number of specific directions which encourage further developments in education systems.

- **To open the school to the world of business**, by multiplying in-firm training in enterprises as an educational activity or as part of a guidance process, by encouraging companies of all types and sizes to set up



*Cultural and art workshops for disadvantaged young people
(Kreuzberg, Berlin)*

systems aimed at "education for enterprise"; by setting up mechanisms at local level aimed at creating and maintaining links and cooperative activities between schools and companies; by fostering cooperation between those involved in education, training and economic development in order to establish reciprocal cooperation, especially in areas faced with specific problems, such as rural or low population density regions and declining industrial areas.

- **To offer coherent and continuous guidance**, by reinforcing the guidance function in schools (teacher, specialized adviser), and cooperation with all those directly or indirectly involved; families, specialized services, the young themselves; by coordination with outside partners in the local authority; by specific training of educational personnel; in organizing the monitoring of former pupils.
- **To fight school failure**, by organizing educational activities adapted to the requirements of young people in difficulty; by organizing educational content and methods, as well as assessment, which take account of all levels and types of knowledge; by setting up places - extra-school resources - where repeat or (re)motivation activities can take place.

⁸ Each of these recommendations is developed in the Commission's final report drawn up with the assistance of Ifaplan.

DOSSIER

- **To train teachers**, by organizing a given number of training days for teachers; by multiplying concrete experiences of teachers outside the education system; by organizing specific training for guidance, educational coordination, evaluation, cooperation with families; by setting up at local level permanent contact groups involving teachers from different types of schools.
- **To promote equality of opportunity for girls**, by organizing awareness plans at school level; by organizing, with local or regional authorities, concerted actions with other public services, and the social partners, to open up broader prospects for education, training and employment of girls; by setting up the positive actions necessary to overcome the stereotypes and alter the traditional models of behaviour.
- **To reinforce the support and active participation of parents**, by taking concrete steps to welcome parents, and to make attractive and appropriate information available to them; to reinforce the family's participation in the guidance process; to use the parents as human resources for certain teaching and guidance activities; to provide parents' associations with sufficient financial and technical resources to play an active role in supporting the school with regard to families and the local community.

THE EUROPEAN DIMENSION AND PROSPECTS FOR FUTURE ACTIONS.

Since the outset, the Transition I and Transition II programmes have provided a permanent relay with national policies through the NPCs, or National Policy Coordinators.

These high-level civil servants, designated by the national authorities, have played a decisive role in the success, implementation and national coordination of the pilot projects.

The NPCs' meetings are held regularly in Brussels under the chairmanship of the Commission of the EC, assisted by the IFAPLAN team.

The programme's European dimension was also reinforced throughout its development by

national and European seminars organized by theme, by the organization of a number of inter-project visits, meetings of all project leaders, and the setting up of working groups comprising those in charge of projects in certain Member States, who exchanged their experience and practices in specific fields, on the subject of one or other of the programme's themes, or on the organization of joint development and dissemination activities.

The NPCs acted as an important relay in terms of the transferability of recommendations from the pilot projects.

At European level, the continuous process of dissemination of experience has been going on since the start of the programme, and a permanent interaction was able to develop between the Transition II programme and other Community programmes in the fields of education and training.

The results of the pilot projects have influenced in particular the preparation by the Commission of the EC proposed Council Decision concerning **"The Training and Preparation of Young People for Adult and Working Life"**, which is to be discussed by the Council next December.

Since 1976, the European Community has set up programmes intended to meet the many challenges caused by the speed of technological and social change in society.

The objective of the large European market by 1992, as foreseen in the Single Act, is to reinforce European cooperation in technology and to develop economic and social cohesion.

These two aspects cannot be developed without a major investment in human resources in Europe, i.e., by taking priority action on education and training, the instruments of new social policies which are gradually being set up in the European Community.

The lessons of the pilot projects meet with these objectives, and must be considered as an encouragement to officials to adapt and modify in the light of respective national policies.

SUPPLEMENT TO EURYDICE NEWS No 4
(November 1987) - Dossier "Second
Community Pilot Project Programme:
TRANSITION OF YOUNG PEOPLE FROM
SCHOOL TO ADULT AND WORKING LIFE:
Results and prospects"

LIST AND DESCRIPTION OF PILOT PROJECTS

The list below gives addresses for direct
contact, a brief description of the area
concerned and the objectives of the pilot
projects.

BELGIUM

B 1 Saint Ghislain

Transvia, Cité des Petites Prêelles 129,
B - 7330 Saint Ghislain. Tel : 32-65-78 61 85

Area : a mixed urban-rural area with declining
industry, and a fairly stable migrant population.
Objectives : cooperation between various types
of schools to develop active learning methods in
vocational education and to support staff
development.

B 2 Limburg and West Flanders

Altermerend Leren, Centre P.M.S.,
Luikersteenweg 56,
B - 3500 Hasselt. Tel : 32-11-22 17 38

Altermerend leren, Kamer voor Handel en
Nijverheid, Casinoplein 10,
B - 8500 Kortrijk. Tel. 32-56-21 66 01

Area : both areas have high youth
unemployment, and Limburg has a large
migrant population. Objectives : new courses
alternating training and work experience for
unemployed young people.

DENMARK

DK 3 Aalborg

Hand Bruun, Udskoling- et EF Projekt,
Hassersvej 174,
DK - 9000 Aalborg. Tel 45-8-11 22 11 Ext. 4170

Area : a shipyard and commercial town in North
Jutland. Objectives : to improve the use of work
experience, careers education and guidance.

DK 4 Hvidovre

Peer Lindholm, Skole- og Fritidsforvaltningen,
Hvidovrevej 59a,
DK - 2650 Hvidovre. Tel 45-1-78 12 11 Ext.
1207 and 1208

Area : a suburb of Copenhagen. Objectives : 14-
16 curriculum development, and developing
co-operation between guidance counsellors
and other agencies providing services for young
school leavers.

FEDERAL REPUBLIC OF GERMANY

D 5 Mannheim/Weinheim

Helga Reindel, - EG-Modellversuch,
Beratungsstelle, H 2 2,
D - 6800 Mannheim 1. Tel 49-621-1 47 30

Area : industrial town of Mannheim, and semi-
rural area of Weinheim.

Objectives : co-ordination of all existing support
facilities in the region to improve young
migrants' access to vocational education and
training.

D 6 Berlin

Christel Hartmann-Fritsch, Jugend- und
Kulturzentrum,
Schlesische Str. 27, D - 1000 Berlin 36. Tel 49-
30-612 40 95

Area : Kreuzberg district of Berlin, an inner city
area with a high percentage of migrants.
Objectives : to develop alternative curriculum
activities through theatre, literature, music,
painting, and photography.

D 7 Kassel

Volkmar Hopf, Regionales Verbundsystem
Kassel, Hauffstrasse 5,
D - 3501 Fulda 1. Tel 49-561-81 81 58

Area : the city and region of Kassel. Objectives :
to promote inter-agency co-ordination in the
region, between the employment offices, firms,
general and vocational schools.

D 8 Duisburg

Achim Scharf, EF-Modellversuch, Stadt
Duisburg,
Amt 51-02, Niederstr. 7, D - 4100 Duisburg 1.
Tel 49-203 283 44 35

Area : the industrial cities of Duisburg,
Oberhausen and Moers in the Ruhr.

Objectives : to develop guidance and vocational
preparation for low-attaining pupils before and
after the end of compulsory education.

FRANCE

F 9 6 académies

Patrick Chauvet, DLC4, Ministère de l'Education Nationale,
107 rue de Grenelle, F - 75007 Paris. Tel 33-1-45 50 11 16

Area : 20 vocational schools spread over 6 regions : Lille, Nancy, Toulouse, Orléans-Tours, Versailles and Poitiers. Objectives : improvement of work experience schemes and assessment of the value of work experience for personal and social development.

F 10 Vénissieux

Florent Cibué, Cellule Vie Scolaire, Rectorat de l'Académie de Lyon,
92 rue de Marseille, F - 69354 Lyon 7. Tel 33-78-69 81 12, Ext. 3371

Area : a large housing estate in the suburbs of Lyon. Objectives : improving the curriculum, guidance and social integration of low-achievers.

F 11 60 C.I.O.

Bernard Giraud, DLC6, Ministère de l'Education Nationale,
107 rue de Grenelle, F - 75007 Paris. Tel 33-1-45 50 03 45

Area : 60 information and guidance centres distributed throughout 15 regions. Objectives : reappraisal of the guidance process, and its links with the curriculum of lower secondary schools.

F 12 Caen/Créteil

Maggy Pillods, CREDIF, 11 av. Pozzo di Borgo,
F - 92211 Saint-Cloud.
Tel 33-1-46 02 63 01

Area : disadvantaged suburbs of Paris and Caen. Objectives : the social and vocational integration of young migrants, emphasizing the value of their bi-lingualism.

GREECE

GR 13 SEP

Demetra Scavdi, KEME - SEP, 6 Manzarou Street, GR - Athens.
Tel 30-1-360 07 86

Area : initially in Athens and north-western Greece; expanding in 19 areas of the country.

Objectives : development and testing of a new training programme for teachers of careers education and guidance, and the development of regional centres to support their work.

GR 14 AGRO

Ioannis Kazazis, Ministry of Education, 15 Mitropoleos Street,
GR - 10185 Athens. Tel 30-1-323 57 22

Area : Patras, Heraklio, Larissa, Kavala, Kozani and the Thessaloniki area - rural areas with village co-operatives. Objectives : to train young people in management for jobs in agricultural co-operatives.

GR 15 SEP

Alexandros Kalofolias, 15 Mitropoleos Street,
GR - 10185 Athens.
Tel 30-1-323 23 19

Area : Rethymno (Crete), Veria (Macedonia) and Nea Philadelphia (a suburb in North Athens). Objectives : the experimental application of the new comprehensive upper secondary schools with emphasis on participation in and by the local community.

IRELAND

IRL 16 Dublin

Tony Crooks, CDVEC Curriculum Development Unit, 28 Westland Row, Trinity College, IRL - Dublin 2. Tel 353-1-60 24 33

Area : an inner-city area. Objectives : the social and vocational preparation of young people with poor prospects of employment, including special courses for young women.

IRL 17 Galway

Marian O'Riordan, Curriculum Development Centre, V.E.C., Island House, Cathedral Square, IRL - Galway. Tel 353-91-622 66

Area : Galway Town, and South County Mayo. Objectives: "integrated education" emphasizing the utilization of the out-of-school environment, development of work experience and education for enterprise.

IRL 18 Shannon

Jim Gleeson, Curriculum Development Centre, St. Patrick's Comprehensive School, IRL - Shannon, Co. Clare.
Tel 353-61-36 18 78

Area : basically agricultural with developing industrialisation.

Objectives : the development of new two-year post-compulsory programmes and activities aimed at the diversification of girls' vocational choices.

ITALY

I 19a Reggio Calabria

Francesco Latella, Via Petrillina Diramazione I 21,

I - 89100 Reggio Calabria. Tel 39-965-33 16 50

Area : coastal area, mainly agricultural.

Objectives : to encourage pupils to acquire business knowledge, particularly about co-operatives and small companies, and a basic understanding of the tourist industry.

I 19b Sassari

Giancarlo Arru, c/o Provveditorato agli Studi di Sassari,

Corso G. Angioi 1, I - 07100 Sassari. Tel 39-79-23 48 70

Area : the towns of Sassari (agricultural), Porto Torres (industry in decline), and Alghero (tourist industry). Objectives : to provide in-service teacher training and curriculum development aimed at making pupils aware of job opportunities in the tourist industry.

I 20a Val d'Elsa

Giuseppe Italiano, Provveditorato agli Studi di Firenze, c/o Liceo Scientifico, "Il Pontormo", Via XX Settembre 31,

I - 50053 Empoli (FI). Tel 39-571-726 73

Area : the district of Val d'Elsa, in the province of Florence.

Objectives : to promote a greater understanding of local industry and the local labour market in schools. Also to introduce micro-computer technology for information purposes.

I 20b Viterbo

Massimo Faggiani, c/o Progetto Pilota CEE, Via del Paradiso 2,

I - 01100 Viterbo. Tel 39-761-23 91 28

Area : the province of Viterbo, agricultural with some tourism and industrial development.

Objectives : to promote a greater awareness in schools of developments in the local economy.

I 21a Treviso

Adriano Maccari, Liceo Scientifico, Via Kennedy 12,

I - 31015 Conegliano (TV). Tel 39-438-359 44

Area : the zone of Sinistra Piave in the Province of Treviso.

Objectives : to improve young people's knowledge of local resources, particularly agricultural ones.

I 21b Avellino

Luca Iannuzzi, Provveditorato agli Studi di Avellino,

Viale Renzi, I - 83100 Avellino. Tel 39-825-250 40

Area : the province of Avellino, 40 communes, 80% in the zone struck by the 1980 earthquake.

Objectives : to encourage local agriculture by courses and seminars for teachers and pupils in the lower and upper secondary schools, and to foster motivation for the development of co-operatives.

I 22a Modena

Ennio Ferrari, Provveditorato agli Studi di Modena,

Via Rainuso 100, I - 41100 Modena. Tel 39-59-33 53 35

Area : the town of Modena and its surrounding communes. Objectives : the development of pupils' awareness of their economic and social environment, with emphasis on new technologies.

I 22b Biella

Novarino Panaro, Ufficio Scolastico Regionale del Piemonte,

Corso Matteotti 32a, I - 10121 Torino. Tel 39-11-53 17 84

Area : the area of Biella in the province of Vercelli, with textile industry. Objectives : the improvement of guidance and orientation towards job opportunities in advanced technologies.

LUXEMBURG

L 23 Luxembourg

Fernand Sauer, I.F.E.M., 75 rue de Bettembourg, L - 5811 Fentange.

Tel 352-36 94 41

Area : 4 regional locations, including urban and rural areas.

Objectives : the vocational and social integration of young people without vocational qualifications.

THE NETHERLANDS

NL 24 Zeeland

Hinke de Graaf, COA Zeeland, Postbus 2034,
NL - 4460 MA Goes.
Tel 31-1100-305 48

Area : the province of Zeeland. Objectives : the development of a co-ordination centre (COA), to increase and improve work experience provision for pupils and teachers in secondary education.

NL 25 Rijndelta

Paul Schings, COA Rijndelta, Coolsingel 47-49
NL - 3012 AA Rotterdam. Tel 31-10-433 17 44

Area : the Rijnmond region, including Rotterdam and 15 smaller cities.

Objectives : to improve the co-ordination of work experience placements and to develop vocational guidance in the curriculum.

UNITED KINGDOM

UK 26 Northern Ireland

TRAWL Project, NICED Information Office,
Stranmillis College, Stranmillis Road, GB -
Belfast BT9 5DY,
Tel 44-232-68 24 14

Area : secondary schools throughout Northern Ireland. Objectives : school-based curriculum review and development, case-studies and development of guidance.

UK 27 Manchester

Kathy August, ACS Project Office, Manchester
Polytechnic,
Brook House, Hathersage Road, GB -
Manchester M13 05A.
Tel 44-61-224 96 00

Area : 7 schools in the inner-city and suburbs. Objectives : to develop an alternative curriculum for pupils aged 14-16, including active learning methods, work experience placements and action aimed at eradicating gender stereotypes.

UK 28 Glasgow

Evelyn Lennie, Glenwood Secondary School,
147 Castlemilk Drive,
GB - Glasgow G45 9UG, Scotland. Tel 44-41-
634 9367

Area : post-war housing estate south-east of Glasgow (Castlemilk).

Objectives : curriculum development, improved guidance, and community-based activities for all pupils aged 14-16, especially under-achievers.

UK 29 Powys

Anthony Bell, PREP, Radnor College of Further Education,
Llandrindod Wells, GB - Powys LD1 5ES. Tel
44-597-4407

Area : a rural county in mid-Wales. Objectives : to develop curricula with a special emphasis on business and craft job opportunities in a rural area.

UK 30 Northamptonshire

Lynn Lewis, Project Office, Cliftonville Middle School,
Cliftonville Road, GB - Northampton NN1 5BW.
Tel 44-604-28853

Area : a mixture of schools in an industrial/rural county. Objectives : development of new curricula for pupils aged 14-16 with emphasis on community-based activities, school-parent co-operation, and work experience.